DOCUMENT RESUME

ED 379 499 CE 068 328

AUTHOR	Francois, Honore L.
TITLE	From Parent to Child. Final Performance Report for Library Services and Construction Act Title VI Library Literacy Program.
INSTITUTION	Prince George's County Memorial Library System, Hyattsville, Md.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE	31 Dec 90
CONTRACT	R167A90462
NOTE	67p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Correctional Education; Federal Aid; Library Extension; *Literacy Education; *Parent Child Relationship; *Parent Education; Parenting Skills; Prisoners; Program Development; Program Implementation; *Womens Education
IDENTIFIERS	*Family Literacy

ABSTRACT

Prince George's County (Maryland) Memorial Library System received a grant to develop and implement a parenting-literacy project for the women in the County Correctional Center. The project's goal was to help the incarcerated female parent develop her own and her child's literacy skills. Eighty-eight women with children aged 5 and under or who were pregnant or the principal caregiver participated in one of four 6-week-long workshops. Through the workshops, the women were introduced to experiences and techniques they could use to influence and participate in their children's learning through language development/reading activities and to increase their own literacy and parenting skills. An evaluation form administered at the end of each cycle showed a 98 percent approval rating for the project. The literacy skills assessment results demonstrated that the women were not functionally illiterate. They were enthusiastic about the reading activities for themselves as well as for their children. (Following the 11-page report, appendixes provide the following: a detailed description of the video series, Footsteps, that was used to present parenting issues, concerns, and techniques; evaluation form; program brochure; interviews with program completers; and copies of news articles and annual report.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 379 499

FORM APPROVED
OMB No. 1850-0607
Expiration Date: 12/31/91

"FROM PARENT TO CHILD"

FINAL PERFORMANCE REPORT

for

LIBRARY SERVICES AND CONSTRUCTION ACT
TITLE VI
LIBRARY LITERACY PROGRAM

(CFDA No. 84.167)

U.S. Department of Education
Office of Educational Research and Improvement
Library Programs

Washington, D.C. 20208-5571

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED G50-34-P

BEST COPY AVAILABLE

PRINCE GEORGE'S COUNTY MEMORIAL
LIBRARY
SYSTEM

ADMINISTRATIVE OFFICES
6532 ADELPHI ROAD
HYATTSVILLE, MARYLAND 20782
(301) 699-3500 (301) 699-0122 FAX
WILLIAM R. GORDON, DIRECTOR

"FROM PARENT TO CHILD"

FINAL PERFORMANCE REPORT
for
LIBRARY SERVICES AND CONSTRUCTION ACT
TITLE VI
LIBRARY LITERACY PROGRAM

(CFDA No. 84.167)

Part I: General Information

GRANT RECIPIENT:

Prince George's County Memorial Library System
6532 Adelphi Road
Hyattsville, MD 20782-2098

REPORT PREPARED BY:

Honore' L. Francois
Coordinator, Extension/Special Services
301/699-3500 x 312

GRANT NUMBER:

R167A90462

GRANT AWARD:

$19,789.00 100% Expended

December 31, 1990

Part II: Narrative

Prince George's County, MD, with an estimated population of 700,000 persons is situated north northwest of Washington, DC. Located on the outskirts of Upper Marlboro, the county seat, is the Prince George's County Correctional Center, a state-of-the-art "new generation" jail. Ten percent (10%) of the 1200+ average daily population in 1990 is female... Most are detained for drug/drug related charges.

The typical female inmate is black; 28 years of age; on/associated with drugs; and the mother of three (3) children. Approximately seven percent (7%) of the women are pregnant. The needs of the female offender center around concern for their children's welfare. The mothers are concerned over being separated from their children, of having minimal, if any contact with them during the period of incarceration. The women expressed the desire to develop practical parenting skills in order to enhance family lifestyles and to improve their own abilities to participate in their children's learning, reading and literacy skills development.

Prince George's County Memorial Library System received a FY 1989 LSCA Title VI grant to develop/implement a parenting-literacy project for the women in the correctional center. The project's goal was to assist the incarcerated female parent develop her own and her child's literacy skills. Eighty-eight (88) women, with children five years and under and/or pregnant or the principal caregiver, participated in one of four six-weeks workshops. Through the workshops, the women were introduced to experiences and techniques they could use to A) influence and participate in directing their children's learning through language development/reading activities and B) increase their own literacy and parenting skills. Library and Correctional Center staff; personnel from the Prince George's

County Cooperative Extension Service; the Literacy Council of Prince George's County; and Carolyn Cooper, M. Ed., the project's consultant designed and conducted the workshops.

The workshops were designed to encourage the mothers' discussion, practicing and demonstration of literacy and parenting techniques they could use to assist their child/ren develop language, literacy and lifeskills. Library materials: books; records; audio and video cassettes and activities: storyhours for infants/toddlers were introduced. Techniques such as reading-aloud; using nursery rhymes, fingerplays, "lapsits," "kneebounces," and songs; flannel boards; finger and paper puppets and making toys from common household and recyclable objects were shared. These **STORYTIME** sessions were presented by a total of eight (8) children's librarians.

Parenting issues, concerns and techniques were presented using the video series: **"FOOTSTEPS."** (See appendix A for detailed description of the series and **STORYTIME** activities.) Discussions, led by the Cooperative Extension Home Agent, preceded and followed each video, plus a handout was provided. Mothers were introduced to a variety of activities, based on the **MEGASKILLS** concept, that could be taught in the home. The project consultant conducted this segment of the workshop sessions.

Fifty-four (54)* mothers were interviewed and tested to assess their literacy skill levels and oriented to literacy software that they could use to improve their own/their children's literacy skill levels. The assessments were conducted by the Literacy Council; orientation to the software was provided by library staff. Women whose skills were assessed below the fifth grade level received one-one

tutoring provided by volunteer tutors. Tutoring was supplemented by the literacy software. *(Women who were not tested were released before assessments were completed.)

At the end of the six-weeks' workshop, the mothers and their children were reunited at a "graduation celebration." THE CHILDREN'S VISIT was an opportunity for the mothers to share, with their children, the skills, techniques learned, and items made during the cycle.

EVALUATION

The participants literacy skill levels and self-assessment inventories were measured at the beginning of each workshop cycle. Pre/post surveys were conducted to measure the mothers' knowledge of adequate parenting skills. The post survey showed a decrease of incorrect responses. The evaluation form (appendix B), administered at the end of each cycle, showed a 98% strongly agreed approval rating .

The literacy skill assessment results yielded a major surprise: as demonstrated by the statistics (below), the MAPP assessment test* indicated that the women were not functionally illiterate. Forty-two (42) read at a minimum 8th grade level and handled real-world, essential, printed items, e.g., bus schedules; classified ads; prescription labels, very well. The Slosson Vocabulary Test (another assessment instrument) indicated the ability to read/sound out words on the high school level. Each participant was also interviewed and asked to write a brief autobiographical statement: the interview and statement indicated participants were able to express themselves very well verbally but also had very low self-esteem and self-confidence. The mothers were aware that they needed to

improve their basic skills and that these skills were important in their abilities to assist their children experience success. *(MAPP is the Maryland Adult Performance Plan; the test measures basic lifeskill competencies.)

Skills and comfort levels associated with reading aloud, sharing a picture book, doing a finger-play, etc., were tracked via videotaping and "live" presentations the participants made before each other.The challenge was to keep bringing the mothers from their own appreciation and enjoyment of the materials/activities to considering their children's future enjoyment. The mothers re-lived their own childhood experiences with books, storytelling by children's librarians and were eager to share the rekindled thrill of hearing/reading a good story. This was most evidenced when the children came to visit; even those mothers whose children did not come, spent time telling stories, doing fingerplays, playing with the flannel boards, etc., with their colleagues' offspring. Staff evaluative comments re-affirm the above observation: "...these were the most responsive parents I have ever addressed. They were enthusiastic about joining in the activities I introduced. Their questions were stimulating ..." "The [women] responded well to all of the books and they loved the rhymes, flannelboard and prop storytelling."

A major criterion for participating in the project was that the women must have been/or were about to be mothers. We discovered through the follow-up interviews and the "grapevine" that several women fibbed about their eligibility: they neither had children nor were pregnant or miscarried during the cycle (and did not tell us for fear of being "kicked" out). Recidivism is a "given" in the corrections' world. Unfortunately, four (4) mothers participated in the program more than once and were usually "fringe" participants, the first time around. The

project team noted that the "2nd timers" came to learn/participate more.

Another criterion for evaluating success was to calculate the numbers of requests from the inmates (including the men) to participate in the project. Participation in the program was voluntary. Originally, we planned to have fifteen (15) women per cycle; we began cycles 2,3, and 4 with 21, 23 and 29 women, respectively. These increases were a result of more women requesting to participate. The women also requested that "graduates" be allowed to continue in subsequent cycles as program aides. One mother, thus, was able to participate in three cycles; her charge was child abuse.

Male inmates function as library workers and thus were present during the project's activities. They often "participated" in the project by discussing the activities with the librarian, project director and team members. They talked about the parenting techniques and how the information they learned as "casual observers" was being used in their communication with their children and the children's mothers. They, too, requested and had their literacy levels diagnosed. They constantly suggested that a similar program be developed and offered to other male inmates. And as the participant surveys reveal, the women concurred. In fact, the jail administration has expressed support for a future program for the men.

One of the greatest "measures" of success was the sharing of the project by a former participant with a local agency in the District of Columbia: The National Child Center. This agency provides in-home services to disabled children in Washington, DC. The participant's child is a client of the agency; the mother raved so about the program that the agency director and a staff member met, in early December, to discuss ways the parent-literacy project could be replicated for

National Child Center clients.

Following each cycle, the project team held an evaluation session; this gave us the opportunity to look at the group, project activities, strengths and weaknesses. Changes to the basic structure were implemented based on these sessions. Some of the changes implemented:

- graduates were used as project aides;

- mini workshops on job search skills and using computers with preschoolers were added to the curriculum;

-literacy assessments were conducted in the week before a new cycle began (this gave the Literacy Council more time to match tutors with students);

-transportation issues (re: bringing the children for the visit) were addressed at the first session of each cycle and mothers were encouraged to begin making arrangements, etc, immediately.

Tracking the participants use of outside library services after release proved to be almost impossible. Though they all were registered as library card holders, they often left precipitously and we were unable to reissue cards with their home addresses. Participants were encouraged to "keep in touch" and ten (10) contacted the librarian one or more times. Participants were given a variety of information brochures about library and other community services. A newsletter is being prepared: it will include notes about who's doing what and other items of interest, e.g., brief reviews of new children's books; calendar of events; parenting

and Megaskills tips, etc. The first issue is scheduled for early 1991.

By all measures the project has been an overwhelming success.The Prince George's County Department of Corrections administration, correctional officers and other support personnel have provided incalculable support and generated unending enthusiasm. For the first time in the Department's history, children have been allowed contact visits with their mothers. Another milestone was the use of "deadtime" (2-4 PM, daily, when inmates are in a lockdown status for a head count) to conduct project activities; this gave the women/project staff an additional 8 hours a week to schedule additional and/or makeup sessions.

The project has both short and long term effects: For the short term, the women had the opportunity to make constructive use of their time. They learned basic computer literacy skills and could begin working on strengthening their literacy skills. They learned that they could participate in their children's learning and self-development.

The participants were taught and learned positive parenting skills; the reading, parenting and Megaskills activities/skills were transferable and readily usable. Mothers could establish and/or maintain bonds with their young children via the telephone by reading aloud; teaching the child a nursery rhyme or song; telling a story. Mothers of young infants learned that they could begin to establish the bond simply by making a special sound or referring to the child using a special name. The items (stories;puzzles;posters, etc.) created in the Megaskills segment were sent home before, during and after the children visited.

The long term effects are not as readily visible except as articulated by the

participants in the brochure (appendix C) and follow up survey. Follow-up interviews were conducted with thirty (30) of the thirty-six (36) "graduates." The results of these interviews are included in the appendix (D). The project team agrees that the intergenerational illiteracy cycle has been weakened; that the project is an investment in today as well as tomorrow; and that the project is one that is viable and must be maintained. To that end, a fifth cycle was conducted after the project year ended.

The project staff will be recommending to and working with the Department of Corrections ways to: identify continued funding; expand to include men; and increase the ages of children to age seven (7).

PUBLICITY

Shortly after the project ended, the "team" made a presentation at the National Partners in Education annual conference, held in Arlington VA. The symposium was about partnerships in corrections...and this project was selected as being exemplary. In July, the project was featured at a special session on women in corrections held at the National Association of Counties (NACO) annual convention in Miami, FL.

The project also received extensive local media coverage: newspaper articles appeared in the Washington Post, August 1990; the Prince George's Journal; and the South County Courier. A segment was aired on the Prince George's County cable -tv magazine program. The project and a participant were profiled in the Prince George's County Annual Report. Copies of the news articles and annual report are also appended(E).

STATISTICS

4 six-weeks cycles were held during the project year;

88 women participated in the project;

36 women completed a cycle (6 weeks); 52 went "ATW" ("all the way," that is, released/returned home) or were transferred to another facility to serve sentenced time;

18 children participated in the VISIT;

10 women functioned as program aides (following participation in/graduation from a cycle);

54 women were tested* for literacy skill level; results are:

1 - A level (cannot add, follow simple, basic directions; functions below a 5th grade level;

12 - B level (can fill out simple job applications; do some basic computation; functions between 5th and 7th grade levels);

21 - C level (able to handle basic literacy skills/computational tasks in a functional setting related to employment; 8th - 9th grade levels);

20 - D level (functions at high school entry level in basic reading/math or at GED level);

12 women were tutored;

6 tutors recruited to provide one-one literacy instruction;

50 hours of tutoring assistance provided;

38 literacy software programs were purchased;

200 print titles were added to the collection;

2 videos were purchased;

468 hours were spent conducting the project (amount does not include project team's planning/evaluation sessions);

20 people from the Library, Dept. of Corrections, Literacy Council,

Cooperative Extension Service and the project consultant comprised project staff. The Cooperative Extension Service participated on a volunteer basis in the project.

BUDGET

Actual expenditures by category were, except for category G- Library Materials, consistent with the proposed budget, resulting in 100% expenditure of grant funds. Materials' expenses amounted to approximately $800.00 dollars more than budgeted; the difference was charged to the library's account.

SUMMARY

As indicated earlier in this report, the project staff was quite surprised with the literacy skill levels of the women---and very much amazed at their enthusiasm for the reading activities, for themselves as well as for their children. We concluded that most of the women were never or seldom read to by their mothers/parents. For the women to learn that they could and did make a significant impact in their children's lives and learning is the ultimate success of the project. The women came to know themselves as their children's first teacher and to feel confident, secure and proud to wear that title.

Honore L. Francois, Project Director

December 31, 1990

APPENDIX A

FOOTSTEPS AND STORYTIME

PRINCE GEORGE'S COUNTY MEMORIAL
LIBRARY
SYSTEM

ADMINISTRATIVE OFFICES
6532 ADELPHI ROAD
HYATTSVILLE, MARYLAND 20782
(301) 699-3500 (301) 699-0122 FAX
WILLIAM R. GORDON, DIRECTOR

FROM PARENT TO CHILD

A Partnerships in Correction Workshop
Prince George's County Memorial Library System

WEE READ: Books for Parents to share with babies, toddlers and young children.

PURPOSE: Parents and children together enjoying books and stories.

GOALS:

*Participants gain concept of themselves as women who have enjoyed stories as children and are able to share this experience with their own children.

*Participants build strong and trusting relationships with their children through books.

*Children gain a love of books and stories from parents.

*Children acquire a background of cultural literacy and reading readiness skills.

OBJECTIVES:

*Women recall the fun they had as children with books and/or family stories.

*Women with children five and under are comfortable reading aloud to their children.

*Women know types of books most enjoyed by babies, toddlers and 3-5 year olds.

*Women with children under five years old make a flannelboard story and share it with their children.

ACTIVITIES:

Session I: Parents Love Stories Too!

After hearing a book read aloud, parents analyze the experience of being read to and by doing so become conscious of what they give to their children by reading aloud. Participants share early memories of favorite books and/or family stories.

Session II: Make and tell a Flannelboard Story

Parents make a flannelboard of a favorite children's book and rhyme or alphabet and then practice telling the story and leading the rhyme with each other. The gluing and decorating of precut characters involves the participants in creating something they are proud to keep and use with their children.

Session III: CUDDLETIME: rhymes and books for babies and toddlers 18 to 24 months

Librarian involves participants in experiencing the many different types of books for very young children. Reasons for beginning early become clear through discussion and reading aloud.

Session IV: STORYTIME: books, fingerplays, songs and activities for children 3 - 5.

A mixture of reading aloud and then talking about the books, rhymes or songs. Stories are read from the book as well as told with puppets, dolls, flannelboard figures and other props.

Session V: Ready, Camera, Action!

A brief review of specific titles and types of books (concept, story, participation, rhyme) introduced in previous sessions; participants choose one to read aloud to the group; participants then view themselves on videotape.

Session VI: STORYTIME/CUDDLETIME For Parents and Children

Parents and children participate in STORYTIME at the Correctional Center. Librarian includes time for parents to read aloud and share flannelboard stories and rhymes individually with their children.

Prince George's County Memorial Library System

CS 11/90

The **Footsteps** curriculum materials focus on some of the major problems and concerns faced by all prospective parents and parents of young children.

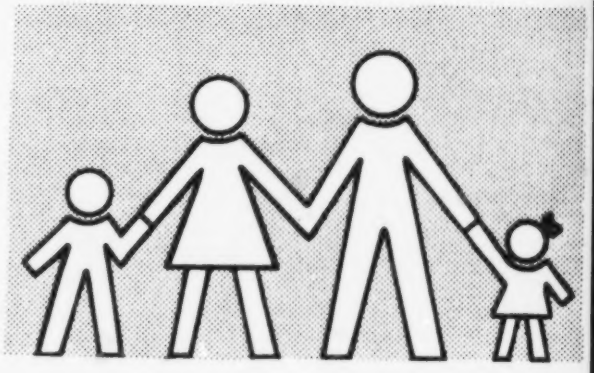
The **Footsteps** Curriculum Materials, published and distributed exclusively by University Park Press, reinforce and extend the themes introduced by the television programs. A coordinated series of **Companion Leaflets, Teacher's Manual, and Discussion Guide** make **Footsteps** a complete curriculum on parenting, intensively researched and tested for classroom use.

footsteps

Footsteps represents an advance in the use of TV as an educational instrument. It tackles a formidable problem: educating the young parent in the marvelous, difficult world of rearing the young. It does so on the basis of an unusual harnessing of creative talents and the hard-headed investigation and testing of research. It demonstrates the feasibility of bringing together creative practitioners and research experts and successfully uniting their skills to produce an entertainment that educates.

The Maryland Cooperative Extension Service's programs are open to all citizens without regard to race, color, sex, handicap, religion, age or national origin.

FOOTSTEPS



Cooperative Extension Service
Prince George's County
6707 Groveton Drive
Clinton, Maryland 20735

THE FOLLOWING CHART PROVIDES AN OVERVIEW OF THE 15 PROGRAMS AVAILABLE

Program #	Title/Family	Topic	Description	Companion Leaflet
1	"Queen for a Day"	Identity	A stomach-ache is the symptom and not the program for Allison.	#153
2	"No Comparison"	Individuality	A family picnic forces Sandy to realize that each child develops differently.	#154
3	"First Signs of April"	Early Stimulation	April's parents realize that a child needs more than just physical security in order to grow.	#155
4	"Love Me and Leave Me"	Attachment and Independence	April's difficulty in adjusting to the new day care center leads Sheila to new understandings about fostering independence.	#159
5	"Spare the Rod"	Discipline	Sandy and Ted argue for conflicting approaches to discipline.	#160
6	"I Love You When You're Good"	Valued and Accepted	Cindy's friend, Lucy, learns that love shouldn't have strings attached.	#163
7	"The Secret of Little Ned"	Listening to Children	Laura learns that listening involves more than learning.	#164
8	"Tightrope"	Parenting Extremes	An accident focuses attention on Sheila and Bob's differing parenting styles.	#165
9	"New Kid on the Block"	Social Skills	The move to a new neighborhood forces the Marshall family to develop new social skills.	#166
10	"The Scratching Pole"	Developmental Tasks	Joe learns that both children and adults need practice to grow.	#167
11	"Stacking the Deck"	Teaching Competence	By focusing on Marc's mistakes in math, Grandpa Marshall causes more problems that he solves.	#170
12	"Act Two"	Step-Parenting	Sonny struggles with the ambivalent feelings of being a step-parent.	#186
13	"Tangled Webs"	Problem Behavior	Ann Marie struggles to understand why Paul is constantly lying.	#185
14	"On the Brink"	Child Abuse	Ann Marie learns how to help a friend who takes out her frustrations on her son.	#181
15	"War & Peace"	Sibling Relationships	Sonny is determined to make peace among the warring sisters.	#179

Additional program information available upon request.

BEST COPY AVAILABLE

APPENDIX B

EVALUATION FORM

MEGASKILLS® WORKSHOP PROGRAM

to ensure a lifetime of achievement for children

NEW PARTNERSHIPS FOR STUDENT ACHIEVEMENT

Participant Feedback Sheet

Please place a check next to the Workshop Number: 1 __ 2 __ 3 __ 4 __ 5 __ 6 __ 7 __ 8 __ **DATE:** _____

CITY: Upper Marlboro, MD

Please respond to the statements below. Thank you.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. I enjoyed participating in the workshop(s).					
2. I gained new information.					
3. I will try to use what I have learned in my work/ my parenting.					
4. The handouts/materials were clear and helpful.					
5. I have increased understanding of the role of the family in education.					
6. I have a better understanding of my own child's MegaSkills strengths and needs.					
7. I found the workshop(s) well organized.					
8. I would recommend MegaSkills workshops to others.					

9. A useful part of this workshop was: _____

_____

10. Other comments: _____

_____

Optional:

I would like to receive more information about the Home and School Institute and MegaSkills.

Name: _____ Telephone: _____

Address: _____ Zip: _____

_____

• Confidence • Motivation • Effort • Responsibility • Initiative • Perseverance • Caring • Teamwork • Common Sense • Problem Solvi

Based on the book ***MegaSkills: How Families Can Help Children Succeed in School and Beyond***
by Dr. Dorothy Rich (Houghton Mifflin 1988)
New Partnerships For Student Achievement. Funded by the John D. and Catherine T. MacArthur Foundation.
© The Home and School Institute, 1988 HSI, Special Projects Office, 1201 16th Street N W Washington, D.C. 20036 (202) 466-3633

PRE/POST SURVEY _____

Name _____

The following statements may or may not be true about the nature of children's learning ability and what they should be taught. Please check either TRUE or FALSE in the correct box to the right:

		TRUE	FALSE
1.	Before a baby is born, it can hear sounds from outside the mother's body.	____	____
2.	A child bonds with its mother in the first six months of life if the mother spends a lot of time with the child.	____	____
3.	A child is not usually ready to leave the mother to explore other social relationships until it is about three years old.	____	____
4.	A child's ability to learn is greater in its first five years than at any later age.	____	____
5.	It is recommended that a mother spend a quantity of time with her child ratner than 'quality' time.	____	____
6.	A child who has attended Head Start will do much better in school through third grade than a child who has not.	____	____
7.	It is never too soon to start a child saying his ABC's.	____	____
8.	A child can learn to count to ten before he is 3.	____	____
9.	On average, boys develop more slowly physically than girls.	____	____
10.	Children need a balance of physical activity with the academic.	____	____
11.	Children need exposure to places outside the home such as zoos, parks, playgrounds, museums and buses.	____	____
12.	Boys need a male role model like a father and girls need a female one.	____	____
13.	It is good experience for a child to learn the feel of different textures such as sand paper, fur, feathers, rocks, and brushes, etc.	____	____
14.	It is desirable for children to have pets to care for.	____	____
15.	Children can learn the names of colors very early.	____	____

 Date_____

Name_____

		TRUE	FALSE
16.	Children can be taught one-syllable words which are names of items in the home when they are old enough to listen.	____	____
17.	Children need to be taught their names and the names of others in the home when they are infants.	____	____
18.	Starting at about 2½ a child can be taught his own telephone number.	____	____
19.	At the age of three a child should be taught his address.	____	____
20.	Every child should be taught how to dial 911.	____	____
21.	Safety precautions such as avoiding open windows, deep flights of stairs, and sharp objects. can be learned at an early age.	____	____
22.	It is vital for children to learn to avoid complete strangers.	____	____
23.	Children need to develop leg muscles by learning to ride and push scooters and bikes.	____	____
24.	It is never too early to teach a child good manners such as saying 'please', 'thank you' and 'may I?'	____	____
25.	It is desirable for children to crawl before they learn to walk.	____	____
26.	It is desirable to develop a newborn's neck muscles for strength.	____	____
27.	The more a parent talks to their child, the sooner the child will start talking as a rule.	____	____
28.	By playing games with children, they can more easily learn a task.	____	____
29.	Children can learn more from other children.	____	____
30.	Children can be taught to solve problems at an early age.	____	____

Year-End Report
Parent/Child Literacy Project

At the beginning of this project I was invited to design curricula for volunteer incarcerated mothers of young children. The timing of the project seemed to coincide with the newly published book MEGASKILLS by Dr. Dorothy Rich in August of 1988. MEGASKILLS are lessons for parents to help their children from the ages of 4 to 12. With the book in mind I enrolled in a MEGASKILLS workshop and became an instructor.

The project was to be held in the small library of the Prince George's County Correctional Facility in Upper Marlboro, Maryland. The library was limited in the number of mothers that could be accomodated seating space, therefore, the enrollment was limited to mothers of children under the age of five. This age range of children from birth to five necessitated a revising of the MEGASKILLS to that age group. As an early childhood specialist, I was able to not only use the MEGASKILLS in most of the recommended techniques but to also adapt them to younger children. In the last workshop the age was increased to seven.

In each of the workshops the groups of mothers were uniaue in their acceptance of the project. Elsewhere in the total report there will be a record of the number of mothers in each session and the number of their children who were able to actually enter the Correctional Facility and be touched and held physically by their mothers. The last session of each workshop was one in which we observed the "fruits of our labor" by seeing the mothers hold and love their children and to sing and read from the library copies of storybooks. So many of the activities helped to develop language ability which better prepared the children to be reading for learning when they get to school. We all know that successful students become successful adults!

Pre and post surveys were taken of the mothers' knowledge of ways to be adequate parents. An evaluation form was administered at the end of each workshop, a sample of which is attached. The results showed a 98% strongly agreed approval rating. It was a very rewarding experience to be a part of this project. It seems worthwhile for it to be continued.

Respectfully submitted,

Carolyn H. Cooper

Carolyn H. Cooper, M.Ed. 12/12/90

RECEIVED DEC 17 1990
Extension Service

APPENDIX C

BROCHURE

FROM PARENT TO CHILD

"A Parenting-Literacy Program for Women in the Prince George's County (MD) Correctional Center"

BEST COPY AVAILABLE

PRINCE GEORGE'S COUNTY MEMORIAL
LIBRARY
SYSTEM

ADMINISTRATIVE OFFICES
6532 ADELPHI ROAD
HYATTSVILLE, MARYLAND 20782
(301) 699-3500 (301) 699-0122 FAX
WILLIAM R. GORDON, DIRECTOR

FROM PARENT TO CHILD

Goal: Mothers will improve their / their children's literacy skills.

Setting : Prince George's County Correctional Center Library.

Participants: Women (including those who are pregnant or legal guardian) with children, ages 5 years and under.

Schedule: Major project activities are held on Fridays, 10 am - 4:30 pm

Funding: LSCA Title VI Library Literacy Grant — $19,789.00.

COMPONENTS:

Literacy: Mothers' literacy (basic reading, writing, vocabulary, etc.) skills are assessed. One-on-one tutoring, provided by volunteer literacy tutors and supplemented with computer-assisted literacy instruction/tutoring are provided. The library is equipped with two (2) Apple computers: IIgs and IIe.

Megaskills: Mothers are introduced to a variety of activities that can be taught in the home that will help their children develop reading readiness.

BEST COPY AVAILABLE

These activities use objects found in the home and common chores, e.g., setting the table, to teach such skills as following directions; learning left/right; etc.

Parenting: "FOOTSTEPS," a video-based parenting-discussion program helps the mothers deal with such issues/concerns as being separated from their children, using positive discipline.

Storytime: Mothers re-experience being read-to, singing nursery rhymes, doing finger plays, hearing stories told and enjoying the power of children's books. The mothers also make and learn how to tell stories using the flannel board.

The Children Visit: Mothers and their children have a visit in the library in the sixth week of the cycle. Mothers share the skills they've learned with their children.

BEST COPY AVAILABLE

PARTICIPANT QUOTES

"You have helped me alot that I didn't know about being a parent."

"I don't want to leave the program!"

"I like the way I can use everyday things to teach my child."

"The program amazes me everytime I come in here."

"I like the focus on children and what they receive from reading."

"May God bless you for helping the people who are considered to be nobody."

FROM PARENT TO CHILD is sponsored by the PRINCE GEORGE'S COUNTY MEMORIAL LIBRARY SYSTEM in ***partnership*** with the PRINCE GEORGE'S COUNTY DEPARTMENT OF CORRECTIONS, the PRINCE GEORGE'S COUNTY COOPERATIVE EXTENSION SERVICE, and the LITERACY COUNCIL OF PRINCE GEORGE'S COUNTY, MD, INC.

PROJECT STAFF:

Susan L. Smithers, Librarian, Correctional Center Library, Prince George's County Memorial Library System
Mary Stewart, Resource & Staff Development Chief, Prince George's County Department of Corrections
Carolyn H. Cooper, Consultant/MEGASKILLS Instructor
Helen Williams, Faculty Administrative Assistant, Prince George's County Cooperative Extension Service
Mary B. Bauer, Coordinator, Children's Services, Prince George's County Memorial Library System
Marilyn Galbreath, Literacy Volunteer Coordinator, Literacy Council of Prince George's County, MD, Inc.
Children's Librarians, Prince George's County Memorial Library System

PROJECT COORDINATOR/CONTACT for more information:

Honoré L. François, Coordinator, Extension/Special Services
Prince George's County Memorial Library System
6532 Adelphi Road • Hyattsville, MD 20782
301-699-3500 FAX: 301-699-0122 TDD: 301-699-9113

BEST COPY AVAILABLE

APPENDIX D

INTERVIEWS

Parenting Literacy Program Survey

NAME: BONNIE

1. **What effect/continuing impact has the Parenting Literacy Program had on you?**

   I'm starting to plan about the things I will do with my son when we get together. The PLP gave me ideas about how I would plan, what I will do. I learned about the good things we can do together to get closer.

2. **What information/skills that you learned in the program have helped you the most? Have been most useful?**

   Better discipline. Megaskills: what good things to do with him to keep him occupied.

3. **How are you using these skills in introducing your child to books, teaching him/her to read and relating to him/her?**

   Right now I'm relating better to him by phone with the nursery rhyme book and songs. It's helped me communicate better with my son.

4. **How would you improve the program, make it better, more responsive to your needs?**

   Make the program go longer! We didn't really hit on Megaskills as much as I would have liked. We could have done a whole week on Megaskills alone. I really enjoyed Megaskills.

5. **Would you like to see a PLP or support program in the community?**

   Yes

6. **Would you come?**

   Yes

7. **How would you get there?**

   I'd get there by my own car

8. **What are you up to now?**

   I'm being tutored by a Literacy Council Volunteer Tuesday evenings. I'll be sentenced November 21, 1990. I'm looking at 1-5 years. I'm hoping for time served and probation.

BEST COPY AVAILABLE

9. What grade level did you complete?

High school graduate

10. What is/was your charge?

Child abuse

11. How old are you?

24

12. In conclusion, what are your thoughts/feelings about the program?

I feel its really helpful to the women and the mother-to-be should go through it. It's helped me a lot in seeing areas I need to improve in.

Parenting Literacy Program Survey

NAME: BRENDA

1. What effect/continuing impact has the Parenting Literacy Program had on you?

   I'm doing a lot better. It made me think a lot. It made me think a lot more about being a parent--what I should do with my kids, how I should raise them, what I should teach them.

2. What information/skills that you learned in the program have helped you the most? Have been most useful?

   Reading books (because I hate to read) and how to raise them. How to be more with my children, pay more attention to them. I used to pay more attention to my husband.

3. How are you using these skills in introducing your child to books, teaching him/her to read and relating to him/her?

   Giving him books. Showing him pictures. Reading to him.

4. How would you improve the program, make it better, more responsive to your needs?

   Get more activities. Show us more activities to do with our children.

5. Would you like to see a PLP or support program in the community?

   Yes

6. Would you come?

   Yes. Depends on work schedule.

7. How would you get there?

   My brother's car. I use his car to go to work.

8. What are you up to now?

   I'm working in Annapolis - just started. I have been in training. I just passed the Cashier's test. Will work part-time, stay at home with my little baby (now 9 months old) and sister (and her husband and 4 kids). Will save my money to get my other two children, they are staying with my other sister in Kansas.

9. What grade level did you complete?

   High school graduate

10. What is/was your charge?

CDS

11. How old are you?

29

12. In conclusion, what are your thoughts/feelings about the program?

I liked it. It really helps a lot of people. It taught me a lot. It helped me be a better parent.

Parenting Literacy Program Survey

NAME: CAROLYN

1. **What effect/continuing impact has the Parenting Literacy Program had on you?**

   It made me closer to my kids. It helped me a lot to teach my daughter to read. I have a closer relationship with my daughter.

2. **What information/skills that you learned in the program have helped you the most? Have been most useful?**

   The Megaskills. And just the reading itself. Teaching my daughter to read the way, the Librarians taught me. She understands reading better.

3. **How are you using these skills in introducing your child to books, teaching him/her to read and relating to him/her?**

   Going to the Library* (whenever Carolyn can catch a ride she takes her daughter to the Laurel Library). Taking my daughter to the library. She picks out her own books. On her homework assignments, I read to her or she reads to me. In one of the assignments she has a list of vocabulary words. I write down the words she doesn't understand so that her teacher knows.

4. **How would you improve the program, make it better, more responsive to your needs?**

   It was excellent the way it was.

5. **Would you like to see a PLP or support program in the community?**

   Sure.

6. **Would you come?**

   Yeah, I sure would. I'd probably be the first one there.

7. **How would you get there?**

   Depends on where it would be. I would probably take the bus.

8. **What are you up to now?**

   I'm not doing anything? I don't have a job, transportation or a babysitter. I can't get to my probation officer. I call him when I can't come.

9. What grade level did you complete?

High School graduate

10. What is/was your charge?

CDS

11. How old are you?

32

12. In conclusion, what are your thoughts/feelings about the program?

The program is very nice, very helpful. Right now I'm just too swamped to think about anything but what's going wrong.

Parenting Literacy Program Survey

NAME: DEBRA

1. **What effect/continuing impact has the Parenting Literacy Program had on you?**

   Being able to see my children. Being able to touch them. I learned a lot.

2. **What information/skills that you learned in the program have helped you the most? Have been most useful?**

   I liked the part where we made things for kids. Making things and doing things with the kids helped me a lot. I already read to my children every night. I make up stories to tell my kids. I make up Rambo stories for my son likes "Rambo and the 10 Monkeys"

3. **How are you using these skills in introducing your child to books, teaching him/her to read and relating to him/her?**

   I talk to my children every night. I send my kids things that I make them, like cards or little characters or cartoon cutouts I think they might like.

4. **How would you improve the program, make it better, more responsive to your needs?**

   More computer time. More time to make things for the kids. More creative things, like what Mrs. Cooper did with the dinosaur making up the story to go with the picture. Make more characters for the flannel board.

5. **Would you like to see a PLP or support program in the community?**

   Yes, because I talked to my sister and she asked me to save all my brochures because she wanted to read them. She would be interested in a program like this. I know people who live in my neighborhood who would come.

6. **Would you come?**

   Yes, I would

7. **How would you get there?**

   Ride with my sister or hopefully by the time I get out I'll have a car.

8. **What are you up to now?**

Have been sentenced to one year. Got time served. Am waiting on other charge (3 cts) of CDS. I go to court on October 19 for motions. I'm scheduled for trial November 15. My husband goes the same time.

9. **What grade level did you complete?**

High school graduate. I took some courses when I was working at the bank like accounting bookkeeping and computers.

10. **What is/was your charge?**

CDS

11. **How old are you?**

33

12. **In conclusion, what are your thoughts/feelings about the program?**

I would recommend this program to anyone who comes to the CCC. It is a very good program for anyone who has children or is expecting children.

9. What grade level did you complete?

11th

10. What is/was your charge?

CDS

11. How old are you?

31

12. In conclusion, what are your thoughts/feelings about the program?

I enjoyed the program. That class helped me start sharing what was going on in me with other people. Have to interact with children, break the communication gap between adults and children.

Parenting Literacy Program Survey

NAME: DELORES

1. **What effect/continuing impact has the Parenting Literacy Program had on you?**

   I've been dealing with other people's children. I use my patience that the parents don't have.

2. **What information/skills that you learned in the program have helped you the most? Have been most useful?**

   Enjoyed sharing insights about children

3. **How are you using these skills in introducing your child to books, teaching him/her to read and relating to him/her?**

   N/A. Explanation: Delores doesn't have any children, but pretended she did, so that she could participate in the program.

4. **How would you improve the program, make it better, more responsive to your needs?**

   Have a more serious approach to computers other than games and cards. More small group activities. Liked the story telling the best. Liked Helen Williams of all the presenters because she shared her own experiences with us.

5. **Would you like to see a PLP or support program in the community?**

   Yes. One of my girlfriends goes to a Parenting Class.

6. **Would you come?**

   If I was planning on having children. Might still go just to see what it is about.

7. **How would you get there?**

   Public transportation

8. **What are you up to now?**

   Going to Armstrong School in DC to get my G.E.D. and just looking for work. Get a job I can hold. What to get my license as nurse (RN). I'm staying at Hannah House a transitional house. I have a roof over my head. Don't like the curfew--week nights its 10:00 PM, Friday and Saturday 11:00 PM. We get one night out a month. I participate in a morning group when I'm not in school or interviewing for jobs. We write down and share feelings. I think its great.

Parenting Literacy Program Survey

NAME: JAN

1. What effect/continuing impact has the Parenting Literacy Program had on you?

   I liked it a great deal. It had a good effect on me. It made me want to spend more time with my nephew. I help him with his homework a lot. We sit down every night and do homework together. I learned to take more time with him.

2. What information/skills that you learned in the program have helped you the most? Have been most useful?

   Making things. My nephew says "I didn't realize you could do all this." I help him read his little stories for his reports.

3. How are you using these skills in introducing your child to books, teaching him/her to read and relating to him/her?

   Working very closely with him and paying attention to what he says.

4. How would you improve the program, make it better, more responsive to your needs?

   I would like to see you up the age. They (the children) do grow up. Maybe more math skills to do with children. Emphasize raising a street smart child. More computer time.

5. Would you like to see a PLP or support program in the community?

   Yes

6. Would you come?

   Yes

7. How would you get there?

   Catch a bus.

8. What are you up to now?

   Right now I'm going on 2-3 interviews a week. I'm working part-time. I come and help my nephew with his homework. In the evening I'm attending NA Meetings and counselling. I'm looking through the newspapers for a better job (clerical); I have typing and office skills. And I've also had the problem of employers learning about my record and not hiring me.

9. What grade level did you complete?

High school graduate

10. What is/was your charge?

CDS

11. How old are you?

22

12. In conclusion, what are your thoughts/feelings about the program?

Very helpful. I learned a lot of skills and patience along with taking care of my nephew. I've learned to be understanding not to yell at him like I used to. To be there for him, just to listen to him. And to take more time out of my life for him.

Parenting Literacy Program Survey

NAME: JUANITA

1. **What effect/continuing impact has the Parenting Literacy Program had on you?**

   I've been reading with my daughter (4). I never would have done that without the PLP.

2. **What information/skills that you learned in the program have helped you the most? Have been most useful?**

   The reading. The importance of reading to your child

3. **How are you using these skills in introducing your child to books, teaching him/her to read and relating to him/her?**

   We own a lot of children's books. My mother orders books from the T. V. Commercials. My daughter picks out the books she wants.

4. **How would you improve the program, make it better, more responsive to your needs?**

   There should be less people in the program.

5. **Would you like to see a PLP or support program in the community?**

   Yes

6. **Would you come?**

   Yes

7. **How would you get there?**

   By car

8. **What are you up to now?**

   I'm working. I have been working a month. I'm thinking about going back to school and finishing a nursing course . When I complete the course I can be a nurse's aide. The work I'm doing now is boring but its alright.

9. **What grade level did you complete?**

   High school graduate

10. **What is/was your charge?**

    Theft (under $300.00) Misdemeanor

11. How old are you?

28

12. In conclusion, what are your thoughts/feelings about the program?

I loved it. It taught me something about being with my kid and staying out of trouble. It has kept me off the street. I pay more attention to my children.

Parenting Literacy Program Survey

NAME: KIMBERLY

1. What effect/continuing impact has the Parenting Literacy Program had on you?

   It helped me think about going back to school, it made me think about getting my diploma, it made me think about my kids.

2. What information/skills that you learned in the program have helped you the most? Have been most useful?

   Really to have patience. It's something I never had. Learning the little basic things, like reading stories, creating things to help kids learn.

3. How are you using these skills in introducing your child to books, teaching him/her to read and relating to him/her?

   Haven't used skills fully yet especially with school starting. My son is like me, impatient, doesn't like to sit still long enough to do his homework. I'm going to try to help him with his homework and make it more fun.

4. How would you improve the program, make it better, more responsive to your needs?

   I really liked the story telling and making things. I would liked to have seen more videos on children and careers in childcare. It would have been good to have learned or seen videos on first aid techniques for children i.e. if they choke, a lot of mothers don't know what to do or if a child stops breathing, I mean, a lot of people just panic.

5. Would you like to see a PLP or support program in the community?

   Yes

6. Would you come?

   Yes

7. How would you get there?

   Catch a bus or find a ride. I would find a way.

8. **What are you up to now?**

I want to finish school, get my G.E.D. I need to get a decent job. I need health insurance. Can't get a decent job without my G.E.D. I'm staying with my mother. I'm home with my baby. I named her after my mother. When she was born she weighed 6 lbs. 9 oz. Now she is 10 lbs. She's a regular little butterball. She is 3 weeks old. She has coal black hair and grey eyes...My son (6 years) loves her. He can't stand for her to cry and goes to pick her up.

9. **What grade level did you complete?**

11th grade

10. **What is/was your charge?**

CDS

11. **How old are you?**

25

12. **In conclusion, what are your thoughts/feelings about the program?**

It was nice. It made me think about a lot of things. Things I wouldn't have thought about. I thought about doing drugs and the time I <u>didn't</u> spend with my kids while I was on drugs. I always liked kids and wanted to work with them but drugs got me sidetracked. The PLP put me back in touch with wanting to be with kids. I have a sister-in-law in child care and that's where I'm headed.

Parenting Literacy Program Survey

NAME: LINDA F.

1. **What effect/continuing impact has the Parenting Literacy Program had on you?**

   I learned a lot from it for the birth of my next child (Nov. 7 baby due) I'm ready to hold my baby now. It taught me how to handle situations. I have a 13 year old daughter already, so I'm starting out all over again. I'm going to take my time. With my first child, I spent time with her but didn't give her a lot of attention. We were close until I started using drugs. Her grades fell. She was more worried about me than she was about herself. My new baby is going to be strong, happy and stay in school. He's going to know more now. When I was doing wrong before I hurt my daughter more than I hurt myself.

2. **What information/skills that you learned in the program have helped you the most? Have been most useful?**

   Show my love for him. Be there for him, be there when he needs me. I learned how you should get out and show your kids how things are, take your kids to the library.

3. **How are you using these skills in introducing your child to books, teaching him/her to read and relating to him/her?**

   N/A

4. **How would you improve the program, make it better, more responsive to your needs?**

   Mrs. Cooper really encouraged us to spend time with our children and to do things with them. Take them to the library for books, games, story telling. Program is good the way it is.

5. **Would you like to see a PLP or support program in the community?**

   Yes, I'm involved in the Pregnancy Crisis Program. The people bring us clothes, baby things, cribs, counsel us, take us to the doctors, come to the house to check up on us.

6. **Would you come?**

   I would come

7. **How would you get there?**

   Either catch a bus or get a ride.

8. **What are you up to now?**

   After I have my baby I'm going back to work. I will put my baby in Prince George's County Hospital Day Care Center. The baby's father works there and they take infants at 4 months. I'm going back to office work. I don't really want to go back to school but might want to get on-the-job training to get a better job.

9. **What grade level did you complete?**

   High school graduate.

10. **What is/was your charge?**

    Welfare fraud

11. **How old are you?**

    29

12. **In conclusion, what are your thoughts/feelings about the program?**

    It was a very good program. I liked it very much. I learned a lot from it. I still go through the pamphlets.

Parenting Literacy Program Survey

NAME: LINDA G.

1. **What effect/continuing impact has the Parenting Literacy Program had on you?**

   I liked this program. I read good and I got that from in here. I learned about discipline from the Footsteps films. It improved my whole family life. I've learned how to do more things with my children.

2. **What information/skills that you learned in the program have helped you the most? Have been most useful?**

   The reading, for myself as well as the children.

3. **How are you using these skills in introducing your child to books, teaching him/her to read and relating to him/her?**

   Started by sending the flannel board home with them.

4. **How would you improve the program, make it better, more responsive to your needs?**

   That's hard because its great. I learned a lot. More parenting films, Footsteps and others. The men should be a part of this program. I mean, like right now, my husband has my children. This class would be good for men. How real more men are being responsible for their children.

5. **Would you like to see a PLP or support program in the community?**

   Yeah, before I got locked up, I was in a Parenting Class.

6. **Would you come?**

   Yes, I'm going to one when I get out.

7. **How would you get there?**

   Depends on the location - sometimes I walk where I go* now. Sometimes I take the bus. Sometimes my cousin takes me.

8. **What are you up to now?**

   To go home and go back to work - get a job in other words. Get my own place. I'll be staying with my aunt at first. Want to continue nursing. I enjoy taking care of the elderly.

BEST COPY AVAILABLE

9. What grade level did you complete?

Dropped out in 11th grade.

10. What is/was your charge?

FTA, Violation of Probation, Original charge Forgery.

11. How old are you?

29

12. In conclusion, what are your thoughts/feelings about the program?

You all need to keep that program going, really! And you need to get the men in it. They need to be involved.

Parenting Literacy Program Survey

NAME: LINDA W.

1. **What effect/continuing impact has the Parenting Literacy Program had on you?**

   It made me realize the responsibility I had toward my kids. It made me realize the things I had been missing and overlooking about being a parent.

2. **What information/skills that you learned in the program have helped you the most? Have been most useful?**

   How to spend more quality time with the children

3. **How are you using these skills in introducing your child to books, teaching him/her to read and relating to him/her?**

   I'm being more attentive to their learning skills, I help them learn to pronounce their words. I touch them more, help them discover themselves i.e. this is your nose, there are your eyes, etc.

4. **How would you improve the program, make it better, more responsive to your needs?**

   Ran pretty well. I think it was great!

5. **Would you like to see a PLP or support program in the community?**

   Yes

6. **Would you come?**

   Yes

7. **How would you get there?**

   I have my own car.

8. **What are you up to now?**

   I live with my parents. I'm waiting to get into a job training program for ex-cons (LEEO) to get back on my feet. In the meantime I'm spending time with my children. I send my 7th grader off to school. I stay home with the toddlers. I'm preparing one of them for pre-school.

9. **What grade level did you complete?**

   12

10. What is/was your charge?

CDS

11. How old are you?

31

12. In conclusion, what are your thoughts/feelings about the program?

It was very interesting and supportive. It is beneficial to both kinds of parents (the good as well as the bad). It gets them on the right track.

Parenting Literacy Program Survey

NAME: LORRAINE

1. **What effect/continuing impact has the Parenting Literacy Program had on you?**

   I try to go about what I learned there. It really helps. I use the Finger Play Book. I play with my children a lot. I read to them a lot. They want to be around me a lot.

2. **What information/skills that you learned in the program have helped you the most? Have been most useful?**

   The films, reading the books, the children's visit. It felt good to be with children again, even if they weren't mine. The talks we had on Fridays.

3. **How are you using these skills in introducing your child to books, teaching him/her to read and relating to him/her?**

   Just sit down and read to them.

4. **How would you improve the program, make it better, more responsive to your needs?**

   It is good as it is.

5. **Would you like to see a PLP or support program in the community?**

   Yes.

6. **Would you come?**

   Yes, I would

7. **How would you get there?**

   By bus.

8. **What are you up to now?**

   I'm staying home with my children. I live with my grandmother. I get AFDC (Aid to Families with Dependent Children). I want a job where I can get-on-the-job training. I plan to go back to work. I don't plan to be on public assistance the rest of my life. I want to finish my computer programming, get more advanced.

9. **What grade level did you complete?**

   1 Year college (Prince George's Community College).

10. What is/was your charge?

CDS

11. How old are you?

24

12. In conclusion, what are your thoughts/feelings about the program?

The program was really great. It helped me a lot. I used to neglect my children. I used to use switches on them a lot. Now I sit down and talk to them a lot.

Parenting Literacy Program Survey

NAME: ROBIN

1. **What effect/continuing impact has the Parenting Literacy Program had on you?**

   It taught me to communicate better with my children. It taught me how to be a better mother to my next child. I plan to have a son. I have 2 daughters now.

2. **What information/skills that you learned in the program have helped you the most? Have been most useful?**

   Educational games. Just communication itself. I write my daughter more. I didn't know what to say before. I send her letters and cards. I'm more honest with my daughter. She knows I'm in jail now. I didn't tell her before. She knows its not bars and bread and water. I tell her I'm getting better for her.

3. **How are you using these skills in introducing your child to books, teaching him/her to read and relating to him/her?**

   By writing. I write my daughter and she writes me back. I send her letters, cards, cartoon characters. She draws the characters and sends them back. She drew a great "Dennis the Menace" and sent it to me. I talk to her on the phone a lot.

4. **How would you improve the program, make it better, more responsive to your needs?**

   The only way I could see it being better is by upping the age limit. There needs to be some kind of way to be learning how to deal with children older than 5. My daughter is 8 and it is harder on her my being away. Harder than on the younger one. They both have the same questions but the older one can better understand my answers. It is harder for older children to adjust to losing you. It really was a good program. I really need to learn how to communicate better with my daughter while I was away. And to learn how to teach her better while I'm with her. I learned both. What more could I want? The women need to learn they must instill values in their children at on early age.

5. **Would you like to see a PLP or support program in the community?**

Yes, a lot of people need it to be in touch with what they're doing. A lot of them are doing drugs. Their children see them doing drugs, its like seeing them eat garbage. If the women could see how their children see them, how the children are hurt by what they are doing, it might get them to straighten up. If I had realized that I might be away from my children for up to 10 years, I might have acted differently. Maybe the program would help mothers realize the traps they're digging for themselves. If I get 10 years, I don't want to see my children again, because I won't be raising them.

6. **Would you come?**

Yes.

7. **How would you get there?**

Depend on how far. I don't have a car. Would probably have to take a bus.

8. **What are you up to now?**

They keep postponing my court date. I'm facing 10-40 years. A mandatory 10 at least. My lawyer is trying to get them to drop the mandatory 10 year sentence. I have been accepted by Second Genesis. But Judge thinks I don't deserve to get help, that I deserve to be punished instead.

9. **What grade level did you complete?**

Completed high school. Completed 6 month program at PTC Career Institute for Data Entry.

10. **What is/was your charge?**

CDS

11. **How old are you?**

29

12. **In conclusion, what are your thoughts/feelings about the program?**

It is a very good program. If they reach people before they're being here 2, 3 and 4 times maybe it would help. A lot of people will try to straighten up.

Parenting Literacy Program Survey

NAME: TERITA

1. What effect/continuing impact has the Parenting Literacy Program had on you?

   It had a lot of effect on me. I went to the Martin Luther King Library the other day. I was talking to my daughter about the book The Gunniwolf and she wanted to read so I went to the library and I got it. I learned a lot - different forms of entertainment. I really liked the Megaskills and story telling.

2. What information/skills that you learned in the program have helped you the most? Have been most useful?

   Megaskills-there are a lot of different ways to give them something to do and teach them things through games. They (the children) are learning through play. I use story time with them to wind down.

3. How are you using these skills in introducing your child to books, teaching him/her to read and relating to him/her?

   See questions with #1 and 2.

4. How would you improve the program, make it better, more responsive to your needs?

   Have more than one visit with the children--at least have 2 visits. More visits with the children. It would give the women more reinforcement. They would be more likely to practice the things they've learned. It should be co-ed, or if not coed than separate classes for the men and women on parenting. I think the men don't know a lot about it and are afraid. Maybe you could do so many hours/days with the men and then with the women and maybe combine them once during the week.

5. Would you like to see a PLP or support program in the community?

   Yes. PLP ended too soon!

6. Would you come?

   Yes

7. How would you get there?

   Public Transportation

8. **What are you up to now?**

I'm in a Job Search program -- ARC (A Real Chance) It is showing us different ways, how to interview, how to do resumes, how to have the right attitude, how to get back in the work world. I'm staying with my mother. I have my son and my daughter. My mother took care of them while I was in jail. After the training, we'll go for 2 weeks of interviews, if we don't get a job we'll be able to go back for more training. I would like to get into the medical field. I have a medical assistant certificate.

9. **What grade level did you complete?**

High school graduate

10. **What is/was your charge?**

CDS

11. **How old are you?**

28

12. **In conclusion, what are your thoughts/feelings about the program?**

It was really great

Parenting Literacy Program Survey

NAME: XENIA

1. **What effect/continuing impact has the Parenting Literacy Program had on you?**

   I learned to ask my children specific questions. I have learned to be with my children, spending quality time. It is better to spend 15 minutes of quality time with my children than to be with them all day and not really pay attention to them. I have learned that each child is different and that I have to treat each one differently.

2. **What information/skills that you learned in the program have helped you the most? Have been most useful?**

   Helen Williams helped me the most by just sitting down and taking about children in general, their behavior and how to deal with it. And the librarians reading to us, I really enjoyed. I used to read to my kids but didn't realize until now how important it is.

3. **How are you using these skills in introducing your child to books, teaching him/her to read and relating to him/her?**

   N/A

4. **How would you improve the program, make it better, more responsive to your needs?**

   It is good as it is

5. **Would you like to see a PLP or support program in the community?**

   Yes

6. **Would you come?**

   Yes

7. **How would you get there?**

   By car and I would take my friends with me.

8. **What are you up to now?**

   I have been sentenced. I took a plea. I will either do 5 years or go into a drug program. Mr. Hawkins (the Substance Abuse Counselor) is trying to help me get into Second Genesis.)

9. **What grade level did you complete?**

   12th grade

10. **What is/was your charge?**

    CDS

11. **How old are you?**

    28

12. **In conclusion, what are your thoughts/feelings about the program?**

APPENDIX E

PUBLICITY

'Revenge'
Movie paces plot against slick style
11

Just desserts
Kids can bake their cake, and eat it, too
14

Inside

Crier	2
Schools	5
Events	6
Religion	10

Wednesday, March 7, 1990

Serving the communities of Camp Springs, Clinton, Friendly, Fort Washington, Temple Hills and the surrounding areas

SOUTH COUNTY CURRENT

Battle to beat adult illiteracy

Agencies make reading a reality

By NANCY BROMLEY COLLINS
Current Staff Writer

Charles Beale and his tutor Joan Bassett are the best of friends. Drawn together several years ago by a common goal, the pair meets for 90 minutes each Wednesday to tackle a mutual foe — illiteracy.

Bassett is a volunteer tutor and director of training for the Prince George's County Literacy Council in Hyattsville, an agency which provides one-on-one tutoring to adults who cannot read or experience difficulty in reading. It is one of several human service agencies that have recently teamed up with the Literacy Works Program, a state-wide plan to wipe out adult illiteracy in Maryland by the year 2000. Other member agencies include the county's library system, correctional center, community college, Department of Social Services (Project Independence) and the Private Industry Council.

Statistics compiled by the Maryland Department of Education indicate that one out of five Prince Georgians over 25 years of age is functionally illiterate, according to Agnes Houff, coordinator of the school system's Adult Basic Education program. A person is considered illiterate if he cannot meet the reading demands of daily life, explained Houff.

Literacy Works was developed last year by Governor William Donald Schaefer's Interagency Literacy Committee. The program enables the participating agencies to share resource materials and strengthen common bonds in order to reduce the number of illiterate and semi-illiterate adults in Maryland.

The Prince George's County Public School System is the local lead agency for the Literacy Works program. A total of $750,000 was approved by the Maryland General Assembly and distributed to local jurisdictions. The county school

See Literacy, Page 8

Inmates learn skills for life

By NANCY BROMLEY COLLINS
Current Staff Writer

Spiraling barbed wire and long, empty hallways greet visitors as they enter the Prince George's County Correctional Center in Upper Marlboro. Housing minimal, medium and maxium security prisoners, the three-year-old facility is used primarily as a holding tank for those awaiting trial.

The eerie quiet speaks volumes. Every activity is controlled; everyone is accounted for — a situation that often leads to depression and a loss of hope.

Yet, dreams of brighter futures can be found inside. Literacy programs and life and parenting skills classes offered by the Prince George's County Memorial Library System and the correctional center instill a sense of self-worth and pride in those bound behind the high-voltage wire

See Inmates, Page 9

Photo by Nancy Bromley Collins

Kimberly Plummer adds the final touches to a project during the "From Parent to Child" program's final session at Prince George's County Correctional Center in Upper Marlboro.

Inmates

Cont'd from P.

and brick walls.

Adult Basic Education programs, spearheaded by GED equivalency classes, are offered Monday through Friday in both the day and evening. Individual tutoring is also available through the Prince George's County Literacy Council, described as a "fantastic partnership" by Mary Stewart, the correctional center's resource and staff development chief.

Of the 1,400 inmates that filter through the center daily, said Stewart, 41 percent average a 6.5 grade level. Because the center is a pre-trial facility, most inmates remain only four to five months, lessening the amount of time for individuals to sharpen literacy skills.

A follow-up plan has not been implemented as of yet, but Stewart said that there is a minimal return rate among GED recipients.

"We do have returns," said Stewart. "It's a cycle we're trying to break. Yet, usually those who have received GEDs don't come back. Often times they tell us that they have a job awaiting them when they're released. The center's rehabilitation success rate is good."

A life skills component, available in the evenings, instructs inmates in the use of computers, creates better self-awareness and aids in decision-making. Handling everyday problems and the appropriate response to life's demands are also taught.

A Correctional Center task force studied the needs of the women in the facility, explained Honore Francois, coordinator of Prince George's County Memorial Library System's Extension/Special Services office. It was discovered that the primary concerns among the women centered on parenting skills, such as the ability to parent during incarceration.

"From Parent to Child" is a program that was introduced in early January. It is based on a book by Dorothy Rich, *MegaSkills Training* and aids expectant women and mothers of preschoolers in developing activities that encourage children to learn basic skills, including pre-reading, storytelling and finger play, according to Francois. It also enables the women to improve reading skills and gain computer knowledge.

"The program focuses on activities a parent can use to help the child prepare for school and beyond," explained Francois. "My idea of literacy isn't only reading, writing and spelling but also how to process information and put it to work for you. I hope to help the parent to develop the capacity to be her child's first teacher."

"It's an excellent program," added Stewart. "I already see a turnaround in these young ladies.

Photo by Nancy Bromley Collins

From left, Kimberly Plummer, Carolyn Morris and Donuell Thompson are surrounded by construction paper projects they made during the six-week "From Parent to Child" literacy program.

Incarceration is a difficult time. Many are very close to their families and the majority are good parents. They care about their children."

A group of seven women, ranging in age from 19 to 38 years, volunteered to be participants in the six-week program which concluded in mid-February. Meeting five days a week in the center's tiny library, they shared tips and fears about child rearing with instructor Helen Williams, faculty administrative assistant at the Clinton office of the University of Maryland Cooperative Extension Service.

"I've seen a lot of change in the women," said Williams. "At the first session, they were apprehensive. I talked to them one-on-one and opened their eyes about parenting. They knew that they loved their children, but the bonding process was a new concept. Being able to help their children read not only helps the children but also improves their own self-image."

Sessions began with a discussion led by Williams on a particular topic, such as parent and child separation. After a question and answer period, the women would view a video tape on the same subject. Each session ended with a discussion.

"The first session was low-key," Williams said. "I did most of the talking. I did a lot more coaxing, a lot more sharing. I talked about my children, about problems parents have in general. I related things that I remembered from my own childhood and looked at the fears the women had.

"When I first met the group some of them hadn't told their children that they were in jail," continued Williams. "I told them to go back and be honest. ... Children can understand anything if you talk to them. It's the unknown that frightens them."

Twenty-year-old Donuell Thompson has been at the correctional center since mid-November. Thompson is no stranger to the penal system. Her first brush with the law came at age 15. Now pregnant, she said she hopes to begin a career as a clerk typist upon release.

"Once I get out I'll get my life together and go back to school," said Thompson. "The program has helped me a lot. I learned how to be a mother."

Suitland resident Tangy Parker was due to be released Feb. 21, just a few days after this interview. Parker was anxious to return to her 15-month-old son, now staying with her sister, and begin a new life. "When I leave here I'm going to study nursing," she said.

Twenty-two-year-old Kimberly Plummer is the mother of two preschoolers and is expecting her third child. She is one of the few inmates who will serve her entire 18-month sentence at the facility. Once released, Plummer said th she will stay with her mother anc enroll in a substance abuse program.

The Prince George's County Memorial Library System received a $19,789 federally fund Library Service and Construction Act Title VI Library Literacy grant to implement the program, according to Francois. The grant which she wrote, runs through September 1990.

Another "From Parent to Chil literacy program is scheduled to begin in mid-March, according t Francois. There are at least 12 women on the waiting list.

"The program gives the wome something to focus on, what to do with their lives after they get out jail," said Williams. "It gives them some choices. They have to look at the long picture, what they're doing now and how it will affect their children.

"I think it's important that thes women are not looking at the situation with rose-colored glasses," Williams added. "They're not going to walk out of here and find that everything's going to be alright. They're aware of that. It's all up to them. These ladies know they haven't been the best parents that they could have been. But, their children are important to them, and they desir to make a change."

SUPER CARPET SUPER
AND
FLOORING DISCOUNTS

100% NYLON CARPET
ANY LIVING ROOM
DINING ROOM
Complete with Padding and Custom Installation
FOR ONLY $333.00 up to 40 sq. yds.

OR GET Scotchgard STAINRELEASE
FOR ONLY $444.00 up to 40 sq. yds.

OR GET CERTIFIED STAINMASTER
FOR ONLY $555.00 up to 40 sq. yds.

BRUCE
SOLID OAK FLOORS
Installed
FROM ONLY $3.79 Sq. Ft. 100 Sq. Ft. Min.

12" x 12" MARBLE
FROM ONLY $4.69 Sq. Ft. Mat. Only
OR
8" x 8" CERAMIC TILE
FROM ONLY $1.59 Sq. Ft. Mat. Only

BUY ANY CARPET ONLY!
AT 5% OVER COST — FEBRUARY ONLY!

BUY WHERE THE BUILDERS BUY!
COMMERCIAL FLOORING INDUSTRIES
Where We Treat Your Home or Office Like Our Own
3821 Penn Belt Place
Forestville, Maryland 20747
(301) 967-0893
1-800-673-9049
Outside Wash. Area
Call For Free
Shop At Home
Or
Appointment In
Our Office

Prince George's JOURNAL 3/14/90

Jail program aims to help women cope with real life

By MEREDITH JORDAN
Journal staff writer

Joan Masceranez has been in and out of the county jail nine times in the last two years, but this time is different, she said.

"This is the first time I've had any classes," she explained.

Masceranez is one of 21 women enrolled in a program started in January at the county Correctional Center aimed at improving the parenting and literacy skills of female inmates.

The six-week program, "From Parent To Child," is funded with a $19,789 federal grant.

"It [the program] teaches you how to enjoy being a parent," said Masceranez, who has a 5-year-old son.

The former Laurel resident said her problems with the law began when she started smoking crack cocaine. "I was never in any kind of trouble before that," said Masceranez, who has been charged with distribution of cocaine and unauthorized use of a vehicle.

Crack was also the downfall of Vyvyan McCaffrey, 32. "When I started smoking crack — that's when I got locked up," said McCaffrey. She was arrested for the first time when she was 30.

Given a 10-year sentence for distribution of cocaine with all but one year suspended, McCaffrey has been at the jail for nine months. She is scheduled to be released March 24. And, although she enjoys the literacy program, she said the nine years remaining on her sentence will be more than enough motivation for her to stay out of trouble in the future.

Although McCaffrey lost custody of her son two years ago, the class is helping her to learn how to "work him back in" to her life. Currently, McCaffrey's mother and mother-in-law have joint custody of the child. Her husband is serving a 10-year sentence for distributing cocaine.

Many of the women in the jail have similar stories, said Elaine Gordon, coordinator of the jail's Female Offenders Program. She said the "drug epidemic" has caused the sharp increase in women inmates in recent years. "Most of their charges are drug-related," she said.

"Some of them [female inmates] were Christians able to handle anything else. Crack seems to be something else," she said.

The crimes they are charged with are also changing, said Ted Hawkins, substance abuse coordinator at the jail. "Women are starting to come in for the same charges the men are," he said. Once jailed with "traditional" crimes for women, such as shoplifting, prostitution, forgery and driving under the influence, "now you can find them for armed robbery, anything," he said.

Lon Slepicka/Journal

Angela Jordan is one of the inmates taking advantage of the literacy and parenting class at the county jail.

Although incarcerated, many women are using their jail time to their advantage. Although they make up about 10 percent of the total jail population — yesterday, 125 of the 1,231 inmates were women — they make up between a third and a fourth of the participants in the jail's educational, vocational and substance-abuse programs, officials said.

Kimberly Plummer, whose third child is due in 10 days, is taking the parenting literacy class for the second time, only this time she's a teaching aide. "I'm rehabilitating. I'm learning a lot," she said. "The class teaches you how to respor to your child, how to discipline, how to educate them. Different things the child needs to know."

After she delivers the baby, she will turn it over to her mother, who is currently caring for her 2- and 4-year-old daughters. Once released, she said she'll resume caring for her children. "I'll be a better mother," she said.

Washington Post/Maryland Weekly
8/30/90

PHOTOS BY CAROL GUZY—THE WASHINGTON POST

Xenia Crichlow hugs her child, 10-month-old Diamond, at the Prince George's Correctional Center, where a program teaches women to be better mothers.

Lessons in the Art of Motherhood

Prince George's Correctional Center Helps Women Inmates Break Negative Cycle

By Alexandra B. Stoddard
Special to The Washington Post

A special program established at the Prince George's County Correctional Center early this year is helping women incarcerated at the jail learn to become better parents while away from their children.

The six-week program, which is open to women in the jail who have children under age 5, is designed to improve the literacy skills of the mothers and subsequently of their children and to help the women provide better role models for their youngsters once they are released from jail.

And on the last day of class, the mothers, who generally are not allowed contact visits with anyone outside the prison, visit with their children in the library, reading and playing games that they have learned.

In many ways, the program is designed to break a cycle in which children, raised by parents who did not know how to help them, grow up to become poor parents themselves.

A librarian reads to Sean O'Connor, Dwayne Crichlow and Diamond Crichlow, children of women who took part in the parenting/literacy program.

"They haven't had good role models," said Susan Smithers, a librarian at the correctional center and one of the officials who works with the program. "Mothers are the first teachers. Even if they are incarcerated, they should not be without the opportunity to keep that bond alive."

Bonnie Sue Boyd has not seen her 3½-year-old son since being arrested in December and charged with child abuse. She said the program has helped her realize that she can make a difference in her son's life, and she has been writing him every day and calling him every Saturday when he is visiting her mother.

"By writing to him it makes him . . . feel wanted. We are a part of our kids' lives, even though we are incarcerated," Boyd said.

The program is sponsored by a variety of county offices and groups, including the corrections

See JAIL, Page 9, Col. 1

Debra O'Connor plays with son Sean, 5, in the correctional center's library. She also visited with her infant son, Jarrett, whom she hadn't seen in more than a month

PHOTOS BY CAROL GUZY—THE WASHINGTON POST

Jail Offers Help With Parenting

JAIL, From Page 1

department, the library system and the county's literary council, and is based on a curriculum designed by private educators. The focus is providing women with the framework to understand the importance of quality time, reading, writing and household rituals that give their children structure, providing a better atmosphere for learning.

Prince George's County Correctional Center, a 3½-year-old facility in Upper Marlboro that has no bars or separations between the staff and the inmates, houses about 1,100 inmates, but less than 10 percent are women. Because it is a pretrial facility, the average stay is four to six months.

"We never could have had a program like this in a traditional jail," said Christy Merenda, the public information officer at the correctional center. "The staff are referred to as correctional officers, not guards. They are passive, they are not thugs. The inmates . . . see them not as the enemy but as a helping professional."

The course offers literacy assessment, tutoring and computer training, and once a week time is reserved for major project activities, when the women spend most of the day in the library.

The major project activities are divided into four components. The literacy section is taught by volunteers from the Literacy Council of Prince George's County. They offer tutoring in reading, writing and vocabulary, and computer training. The "Megaskills" section shows the women how to use activities in the home, such as setting a table, to teach children initiative, responsibility and self-esteem. The parenting section teaches parents how to use positive discipline with their children. During the storytime section, the mothers read children's books and are read to by the instructors, learning the powerful effect the books have on children.

The program is funded through September. "At the end of September, we will be looking for other resources to fund it," said Honore Francois, coordinator of extension and special services for the county's library system. "It's too good a service not to continue it."

On the first day of the most recent session, 26 women, ranging in age from 20 to 33, were enrolled in the course. Some sat without pencil or paper while others straightened folders of paper and rows of crayons, markers and pens.

By the final day two weeks ago, eight women had completed the program. The rest either had been released or had been sentenced to jail terms and moved to other facilities. Of the eight women, all but two had been charged with crimes related to drug addiction.

"Three-quarters of the charges are because of drugs. Some of them are back three or four times while I have been in here," said Robin Collins, who has been at the correctional center since being charged with distribution of cocaine on Feb. 23.

Collins, who has been sentenced and will leave to complete a 10-year mandatory sentence without parole on Oct. 1, has two daughters ages 8 and 3. She has not seen them since she was arrested because, she said, "it would take too much out of me."

Collins has taken the program twice and said that though she will not be out of prison until her girls are much older, she is thankful the program has shown her the importance of motherhood.

"You don't realize how much you miss them, like you don't miss your water till the well is dry," she said. "I thank God for this program because other girls that don't have to go through what I have to when I leave might learn, and then it will help."

"We are dealing with women who are bright, articulate and aware but are lacking self-esteem, self-respect and self-worth. They are taking a positive step, but they are also very weary," said Smithers. "Helping one another and trusting one another is a totally new concept for them, because they are children themselves. Emotionally their ages run from 11 to 16."

On the final Friday, the eight women watched from the window to see when the six children visiting would arrive. Once they saw them from across the yard, they sat down in their chairs; some of them combed their hair.

Inmate Xenia Crichlow gives son Dwayne an emotional greeting at the correctional center.

Debra O'Connor's 5-year-old son, Sean, ran to his mother, wrapping his arms around her waist. Pulling back and examining her, he screamed, "Mom, do you get to keep those shoes?" O'Connor laughed as another inmate handed her 13-week-old Jarrett. As she held her infant son for the first time since July 4—when she was charged with possession of cocaine with her husband—she smiled and said, "It's a pleasure. It's a relief."

Human Services

"I believe that the essence of government lies with the unceasing concern for the welfare and dignity and decency and integrity of life for every individual."
Lyndon Baines Johnson

For most of us, living in Prince George's County provides us with the opportunity and resources to make our dreams come true. For some, however, even our simplest aspirations—to own a home, to raise a happy family, and to live a long and healthy life—are dreams which seem like they will never come true. The fact is that some of our neighbors have real needs which they simply cannot meet without our help. Some need help to care for elderly parents who can no longer care for themselves. Others need help in a personal struggle against the debilitating effect of drugs. Still others need help developing the basic literacy and numeracy skills necessary to get a good job. For all people in need, Prince George's County—directly or through its support of various private, non-profit organizations—offers a wide range of services to help the less fortunate among us improve their lives and get back on their feet.

In fiscal year 1990 Prince George's County began or expanded several programs aimed at aiding those in need, including:

- The Shepherd's Cove Shelter, a 100-bed emergency shelter for homeless families and individuals which offers education and job referral services as well as food and shelter.
- The Bonnie Johns Children's Fund, a non-profit organization named in honor of the first executive director of the Commission for Children and Youth, which will award grants to organizations that provide needed services to children and families.
- The newly-formed Commission for Families, which focuses on maintaining and strengthening the family as the key to alleviating and preventing social problems.
- The Community Integration program, which provides community education and technical assistance to increase the number of homes in the County available for people with disabilities, and to promote equal access and equal opportunity for all citizens of the

Tangy Parker is a 28 year old mother and a recent graduate of the County's new Parenting Literacy Program. The Program, administered by the Department of Corrections in cooperation with the Memorial Library System and the Literacy Council of Prince George's County, teaches young incarcerated mothers how to read to their children, improving their skills both as a reader and as a parent.

"I'm still doing everything they taught me [in the Parenting Literacy Program]. It's a very good program. Lots of mothers never spend much time with their babies, but now after work all I want to do is be with my two year old son Jesse. I also read better than I used to. I think it is a very worthwhile program."